Crosswell Drive Elementary

301Crosswell Drive
Sumter, South Carolina 29150

Grades	PK−5 Elementary School	
Enrollment	626 Students	
Principal	Ayesha Hunter, Ed.D.	803−775−0679
Superintendent	Zona W. Jefferson, Ph.D.	803−469−8536
Board Chair	Ms. Jo R. White	803−773−7663

THE STATE OF SOUTH CAROLINA
2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING — BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	8	19	73	39

IMPROVEMENT RATING — UNSATISFACTORY

ADEQUATE YEARLY PROGRESS — NO

This school met 12 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4−YEAR PERIOD

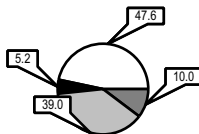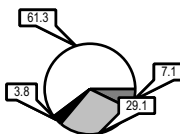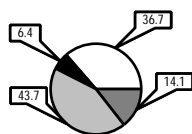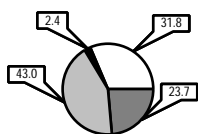|	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Below Average	No
2004	Average	Unsatisfactory	Yes
2005	Average	Below Average	Yes
2006	Below Average	Unsatisfactory	No

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent − School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good − School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average − School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average − School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory − School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005−06 whose 2004−05 test scores were located.   91.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)
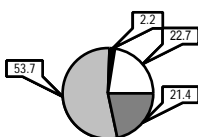
English/Language Arts   Mathematics   Science   Social Studies
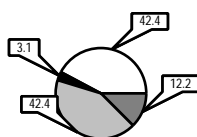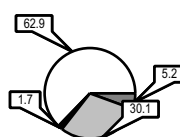
Our School

English/Language Arts: 2.2, 22.7, 53.7, 21.4

Mathematics: 42.4, 3.1, 42.4, 12.2

Science: 62.9, 5.2, 1.7, 30.1

Social Studies: 55.9, 1.7, 6.6, 35.8

Elementary Schools with Students like Ours

English/Language Arts: 2.4, 31.8, 43.0, 23.7

Mathematics: 6.4, 36.7, 43.7, 14.1

Science: 61.3, 7.1, 3.8, 29.1

Social Studies: 47.6, 5.2, 10.0, 39.0
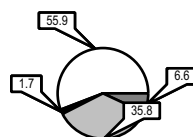
Definition of Critical Terms

■	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
■	Proficient	Well prepared to work at next grade level; met expectations
■	Basic	Met standards; minimally prepared, can go to next grade level
□	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts − State Performance Objective = 38.2%									
All Students	256	98.0	22.8	53.1	21.9	2.2	34.8	Yes	Yes
Gender									
Male	118	97.5	32.4	47.1	18.6	2.0	31.4	N/A	N/A
Female	138	98.6	14.8	58.2	24.6	2.5	37.7	N/A	N/A
Racial/Ethnic Group									
White	29	100.0	8.0	44.0	40.0	8.0	60.0	I/S	I/S
African American	222	97.7	23.1	55.4	20.0	1.5	32.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	218	100.0	17.4	55.4	24.6	2.6	38.5	N/A	N/A
Disabled	38	86.8	58.6	37.9	3.4	0.0	10.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non−Migrant	256	98.0	22.8	53.1	21.9	2.2	34.8	N/A	N/A
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non−Limited English Proficient	251	98.0	21.4	54.1	22.3	2.3	35.5	N/A	N/A
Socio−Economic Status									
Subsidized meals	234	97.9	25.1	53.2	20.7	1.0	32.5	Yes	Yes
Full−pay meals	21	100.0	0.0	52.4	33.3	14.3	57.1	N/A	N/A
Mathematics − State Performance Objective = 36.7%									
All Students	256	98.0	41.1	43.3	12.5	3.1	25.9	Yes	Yes
Gender									
Male	118	97.5	45.1	38.2	12.7	3.9	27.5	N/A	N/A
Female	138	98.6	37.7	47.5	12.3	2.5	24.6	N/A	N/A
Racial/Ethnic Group									
White	29	100.0	36.0	36.0	12.0	16.0	36.0	I/S	I/S
African American	222	97.7	41.0	44.6	12.8	1.5	25.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	218	100.0	35.4	47.2	13.8	3.6	28.7	N/A	N/A
Disabled	38	86.8	79.3	17.2	3.4	0.0	6.9	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non−Migrant	256	98.0	41.1	43.3	12.5	3.1	25.9	N/A	N/A
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non−Limited English Proficient	251	98.0	40.5	43.6	12.7	3.2	26.4	N/A	N/A
Socio−Economic Status									
Subsidized meals	234	97.9	41.9	44.3	10.8	3.0	24.1	No	Yes
Full−pay meals	21	100.0	33.3	33.3	28.6	4.8	42.9	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
Science							
All Students	256	100.0	62.9	30.1	5.2	1.7	7.0
Gender							
Male	118	100.0	65.7	27.6	4.8	1.9	6.7
Female	138	100.0	60.5	32.3	5.6	1.6	7.3
Racial/Ethnic Group							
White	29	100.0	48.0	32.0	8.0	12.0	20.0
African American	222	100.0	64.0	30.5	5.0	0.5	5.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	218	100.0	59.0	33.8	5.1	2.1	7.2
Disabled	38	100.0	85.3	8.8	5.9	0.0	5.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	256	100.0	62.9	30.1	5.2	1.7	7.0
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non−Limited English Proficient	251	100.0	62.2	30.7	5.3	1.8	7.1
Socio−Economic Status							
Subsidized meals	234	100.0	65.4	27.9	4.8	1.9	6.7
Full−pay meals	21	100.0	38.1	52.4	9.5	0.0	9.5
Social Studies							
All Students	256	100.0	55.9	35.8	6.6	1.7	8.3
Gender							
Male	118	100.0	52.4	37.1	9.5	1.0	10.5
Female	138	100.0	58.9	34.7	4.0	2.4	6.5
Racial/Ethnic Group							
White	29	100.0	44.0	28.0	20.0	8.0	28.0
African American	222	100.0	56.5	37.5	5.0	1.0	6.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	218	100.0	51.8	39.0	7.7	1.5	9.2
Disabled	38	100.0	79.4	17.6	0.0	2.9	2.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non−Migrant	256	100.0	55.9	35.8	6.6	1.7	8.3
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non−Limited English Proficient	251	100.0	55.1	36.4	6.7	1.8	8.4
Socio−Economic Status							
Subsidized meals	234	100.0	59.1	34.6	4.8	1.4	6.3
Full−pay meals	21	100.0	23.8	47.6	23.8	4.8	28.6

Abbreviations for Missing Data

N/A Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts							
2005							
3	78	100.0	13.6	59.1	25.8	1.5	27.3
4	96	99.0	30.6	54.1	15.3	0.0	15.3
5	76	98.7	22.2	57.1	20.6	0.0	20.6
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006							
3	85	94.1	20.8	47.2	25.0	6.9	31.9
4	78	100.0	22.1	57.4	20.6	0.0	20.6
5	93	100.0	25.0	54.8	20.2	0.0	20.2
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics							
2005							
3	78	100.0	33.3	50.0	15.2	1.5	16.7
4	96	100.0	34.9	45.3	17.4	2.3	19.8
5	76	100.0	28.6	50.8	15.9	4.8	20.6
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006							
3	85	94.1	40.3	40.3	18.1	1.4	19.4
4	78	100.0	44.1	35.3	13.2	7.4	20.6
5	93	100.0	39.3	52.4	7.1	1.2	8.3
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science							
2005							
3	78	100.0	56.1	36.4	6.1	1.5	7.6
4	96	100.0	53.5	34.9	10.5	1.2	11.6
5	75	100.0	39.7	46.0	9.5	4.8	14.3
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006							
3	85	100.0	66.2	27.3	5.2	1.3	6.5
4	78	100.0	60.3	38.2	1.5	0.0	1.5
5	93	100.0	61.9	26.2	8.3	3.6	11.9
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies							
2005							
3	78	100.0	37.9	54.5	6.1	1.5	7.6
4	96	100.0	32.6	54.7	12.8	0.0	12.8
5	75	100.0	30.2	58.7	7.9	3.2	11.1
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006							
3	85	100.0	42.9	40.3	14.3	2.6	16.9
4	78	100.0	50.0	47.1	2.9	0.0	2.9
5	93	100.0	72.6	22.6	2.4	2.4	4.8
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 626)				
First graders who attended full−day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	6.9%	Down from 7.2%	3.8%	2.8%
Attendance rate	96.9%	Up from 96.8%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.0%	Down from 7.7%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	2.0%	Down from 6.8%	0.0%	0.0%
Eligible for gifted and talented	2.9%	Down from 6.1%	3.8%	10.4%
On academic plans	51.5%	N/AV	49.0%	33.6%
On academic probation	0.0%	N/AV	2.6%	1.0%
With disabilities other than speech	8.3%	Up from 8.2%	7.2%	7.5%
Older than usual for grade	5.4%	Up from 4.1%	1.5%	0.8%
Out−of−school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 49)				
Teachers with advanced degrees	42.9%	Up from 40.4%	51.4%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	8.7%	N/A	4.9%	2.4%
Teachers with emergency or provisional certificates	11.4%	Up from 4.5%	2.9%	0.0%
Teachers returning from previous year	88.4%	Down from 88.5%	83.2%	87.3%
Teacher attendance rate	94.6%	Down from 96.0%	94.6%	94.9%
Average teacher salary	$37,688	Up 2.1%	$41,360	$42,485
Prof. development days/teacher	6.4 days	Down from 10.1 days	14.7 days	13.3 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student−teacher ratio in core subjects	13.8 to 1	Down from 21.4 to 1	16.4 to 1	18.6 to 1
Prime instructional time	90.6%	Down from 91.8%	88.4%	89.7%
Dollars spent per pupil*	$5,621	Down 1.4%	$7,724	$6,557
Percent of expenditures for teacher salaries*	67.3%	Up from 66.2%	60.6%	64.0%
Percent of expenditures for instruction*	73.3%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.3%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	8.2%	10.2%

	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Crosswell Drive Elementary School is to meet the needs of the whole child by preparing innovative, diverse, and successful learning opportunities in a safe and positive environment that is facilitated by staff, community, and home cooperation.
The staff of Crosswell Drive continues to grow professionally as we strive for academic excellence. Our school continues to experience growth in parental support, progress in technology, improvements in test scores, and increased available opportunities for students. The following achievements highlight our progress:

Students participating in the READ 180 program continue to make remarkable gains as they use technology to increase their reading fluency and comprehension. Small group instruction, level texts, literature circles, math manipulatives, centers and PALS were used as instructional strategies/tools to provide students academic support. A literacy lab was developed to improve student reading in the first grade. Parent workshops were provided to parents regularly in technology, math, and reading. Workshops also focused on ways parents could enhance their parental skills.

CDE continued participation in the South Carolina SIG (School Improvement Grant), which consists of a behavior and reading component. Organizations such as the Technology Club, CDE Children's Choir, CDE Show Choir, CDE Book Club, Science Club, Student Government Association, Yearbook Club and many others, provided students with additional opportunities and experiences to enhance the learning environment.

Five teachers completed advanced degrees during the 2005-2006 school year. Five teachers earned their Gifted and Talented Endorsement. Our school successfully made AYP for the 2005 school year. Sumter School District 17 Board of Trustees approved the Magnet School for the Fine Arts and Technology at Crosswell Drive Elementary School.

We are very pleased with our progress thus far and feel confident that we will continue to grow. The staff of Crosswell Drive believes that a quality education is the key to a successful future. It is our goal to provide an opportunity for every child to receive a quality education in an environment that is conducive to learning. With continued support from parents, community, and the school district, we will be successful in our endeavors.

Robert Craig Washington, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	43	84	91
Percent satisfied with learning environment	88.4%	74.1%	82.0%
Percent satisfied with social and physical environment	95.3%	70.1%	72.7%
Percent satisfied with school−home relations	52.4%	75.9%	79.8%

*Only students at the highest elementary school grade level at this school and their parents were included.